

Family Intervention Competencies

Common Competencies for Family-based Sessions and Interventions

1. NON-VERBAL COMMUNICATION WITH THE FAMILY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Engages in other activities (e.g., answers mobile, completes paperwork) <input type="checkbox"/> Sarcastic, cold or overly friendly tone of voice <input type="checkbox"/> Uses inappropriate facial expressions or body language (turns away from family members) <input type="checkbox"/> Inappropriate physical contact	<input type="checkbox"/> Allows for silences <input type="checkbox"/> Maintains appropriate eye contact with family members <input type="checkbox"/> Maintains open posture and supportive body language (body turned toward persons, head nods) and utterances (uh huh) <input type="checkbox"/> Uses respectful and appropriate physical distance (e.g., not too close or far from family) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Varies body language throughout session to match family's content and expression <input type="checkbox"/> Tone of voice matches the communication style of the family	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

2. VERBAL COMMUNICATION WITH THE FAMILY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Interrupts family members <input type="checkbox"/> Asks leading, closed-ended questions (e.g., 'You don't really feel that way, do you?') <input type="checkbox"/> Corrects family members or uses accusatory statements (e.g., 'You shouldn't have said that...', 'What you really mean is...') <input type="checkbox"/> Uses culturally or age-inappropriate language (e.g., only understood by adults)	<input type="checkbox"/> Uses open-ended questions <input type="checkbox"/> Summarizes or paraphrases statements <input type="checkbox"/> Checks with all family members to determine if information is understood <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Encourages family member to continue explaining (e.g., 'Tell me more about...') <input type="checkbox"/> Uses familiar and appropriate idioms, stories, or metaphors to explain difficult concepts	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

3. ADDRESSING CONFIDENTIALITY WITH THE FAMILY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces family members to share personal information with helper or others <input type="checkbox"/> Describes confidentiality inaccurately (e.g., ‘These sessions are secret’) <input type="checkbox"/> Promises all things will be kept confidential without exceptions <input type="checkbox"/> Minimizes any concerns about confidentiality (e.g., ‘It doesn’t matter if anyone else hears us’)	<input type="checkbox"/> Explains concept of confidentiality <input type="checkbox"/> Lists appropriate exceptions for breaking confidentiality (e.g., safety concerns, harm to self, harm from others) <input type="checkbox"/> Encourages family members to keep information confidential <input type="checkbox"/> Discusses how confidentiality of one-on-one conversations with individual family members will be handled <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> When necessary, explains the referral process related to confidentiality and exceptions <input type="checkbox"/> Asks questions to assess family’s understanding of confidentiality <input type="checkbox"/> Helps family members decide when to share concerns privately with helper versus with the whole family	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

4. EXPLORATION OF FAMILY MEMBERS’ THOUGHTS OR FEELINGS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Forces family members to share (e.g., ‘If you don’t share how you’re feeling, I can’t help you’) <input type="checkbox"/> Dismisses or invalidates shared feelings or thoughts (e.g., ‘Families don’t normally feel this way about each other’) <input type="checkbox"/> Reinforces or agrees with unhelpful thoughts or feelings (e.g., ‘Yes, it is a waste of time to discuss as a family’) <input type="checkbox"/> Does not intervene when family members judge or invalidate others’ feelings or thoughts	<input type="checkbox"/> Appropriately encourages family members to share feelings <input type="checkbox"/> Explains that others may share similar symptoms, reactions, and concerns, given similar experiences <input type="checkbox"/> Reflects or summarizes thoughts or feelings within the family system (e.g., ‘Your daughter felt sad then, and now you are feeling worried’) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Explores potential reasons for hesitance to share emotions within the family <input type="checkbox"/> Asks to reflect on experience of sharing emotions as a family (e.g., ‘How do you feel after hearing what your child shared with us?’) <input type="checkbox"/> Promotes awareness of warning signs or triggers (e.g., ‘What were you feeling before you yelled at your mom?’)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

5. DEMONSTRATION OF EMPATHY, WARMTH & GENUINENESS WITH FAMILY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Critical of family members' concerns or emotional reactions <input type="checkbox"/> Dismissive of family members' concerns or emotional reactions <input type="checkbox"/> Helper's emotional response appears inappropriate, fake or acting	<input type="checkbox"/> Is warm, friendly and genuine throughout session <input type="checkbox"/> Continuously shows concern or care to all family members (e.g., 'That sounds sad, can you tell me more about it?') <input type="checkbox"/> Asks questions to understand what emotions family members are feeling (e.g., 'I wonder if you felt sad or angry when this happened') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Offers reflections about feelings that are not being said directly and checks whether the reflection fits for the family member <input type="checkbox"/> Encourages vulnerable sharing by slowing the conversation, validating the speaker, and allowing time before others respond	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

6. SUPPORT FOR FAMILY'S JOINT UNDERSTANDING & SHARED GOALS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Gives incorrect, misleading, or unrealistic information about the goals/ scope of session or intervention <input type="checkbox"/> Dictates goals without family input <input type="checkbox"/> Ignores or disagrees with goals identified by family <input type="checkbox"/> Does not confirm understanding of the problem or goal from all family members	<input type="checkbox"/> Invites all family members to share specific goals and expectations (e.g., 'What's something each of you hope will change?') <input type="checkbox"/> Clearly explains how family's goals and expectations fit within the scope/ content of intervention <input type="checkbox"/> Asks family to share concerns, hopes or values and recognizes shared or different views of a problem (e.g., 'What feels meaningful to work on together?') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Facilitates discussion to create a joint problem statement agreed by all family members <input type="checkbox"/> Links or reflects family's existing strengths to goals <input type="checkbox"/> Facilitates discussion to refine goals and reach common ground among members with differing expectations	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

7. SUPPORT FOR FAMILY SOLUTIONS & PROGRESS ON GOALS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Lectures or gives unnecessary suggestions <input type="checkbox"/> Makes negative statements about family's attempts to solve or cope with problems (current or previous) <input type="checkbox"/> Gives inappropriate or potentially harmful suggestions	<input type="checkbox"/> Asks family for ideas on how to solve challenges and meet goals <input type="checkbox"/> Helps family make feasible action plan with specific and timely steps for reaching goals <input type="checkbox"/> Asks about progress and helps problem-solve if needed <input type="checkbox"/> Offers suggestions consistent with family's challenges and goals <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Asks how family has previously solved problems or coped and discusses what did and did not work <input type="checkbox"/> Discusses alternative strategies if barriers are encountered when carrying out the action plan <input type="checkbox"/> Praises efforts to implement solutions, normalizes any challenges, and promotes realistic hope toward reaching goals	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

8. MANAGEMENT OF FAMILY SESSION PROCESS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Does not guide or manage session effectively (e.g., lacks discussion focus or agenda) <input type="checkbox"/> Moves too slowly or too quickly through session content <input type="checkbox"/> Does not intervene when discussion topic is unproductive or confusing	<input type="checkbox"/> Has a clear structure for the session including having necessary materials <input type="checkbox"/> Manages time well and interacts respectfully and positively <input type="checkbox"/> Covers planned material (as possible) at a comfortable pace while staying flexible to family needs <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Organizes session so participants understand and achieve session goals <input type="checkbox"/> Smoothly transitions between activities, connecting concepts and personalizing to the family <input type="checkbox"/> Reacts to interruptions or logistical challenges calmly and keeps session on track <input type="checkbox"/> Clearly explains availability, response times and contact expectations with the family, early on and as needed	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

9. PARTICIPATION OF ALL FAMILY MEMBERS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Excludes family members from discussions (e.g., ignores input, directs questions to one member) <input type="checkbox"/> Uses harsh or demanding requests to force participation <input type="checkbox"/> Supports harmful dynamics or boundaries (e.g., defers all decisions to eldest male; involves child in adult issues) <input type="checkbox"/> Allows or encourages family members to dominate the conversation 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses timely techniques to encourage participation (e.g., asks everyone to share, turn taking, gentle prompting) <input type="checkbox"/> Engages relevant family members based on role or topic (e.g., ‘How does this impact you as the sibling?’ ‘As the elder, how do you see this?’) <input type="checkbox"/> Addresses participation barriers (e.g., members interrupting each other) <input type="checkbox"/> <i>None of the above</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Clarifies discussion points or adjusts sensitive topics to ensure inclusion (e.g., simplifies complex words, rephrases blame) <input type="checkbox"/> Combines strategies to engage less active family members (e.g., asks a question then waits for an answer) 	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

10. PROMOTION OF COMMUNICATION AMONG FAMILY MEMBERS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Forces family members to communicate with each other <input type="checkbox"/> Inappropriately interrupts or stops family members from talking to each other <input type="checkbox"/> Ignores or denies family members’ attempts to address each other during session 	<ul style="list-style-type: none"> <input type="checkbox"/> Asks family members to talk directly to each other during session (e.g., ‘Turn to each other and discuss ideas together’) <input type="checkbox"/> Coaches or prompts families in using communication skills (e.g., ‘Remember to speak with respect’) <input type="checkbox"/> Praises family for efforts to talk to each other during session <input type="checkbox"/> <i>None of the above</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Facilitates in-depth conversations among family members, including talking about difficult or sensitive topics <input type="checkbox"/> When discussing thoughts or feelings, asks family members to reflect or confirm what they have heard others say <input type="checkbox"/> Redirects when members are not using effective communication (e.g., ‘Let’s try again, but now give her space to finish sharing her thoughts’) 	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

11. NEUTRALITY WITH THE FAMILY

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Takes sides with family members <input type="checkbox"/> Shows favoritism or preference for certain family members' perspectives	<input type="checkbox"/> Invites differing points of view (e.g., 'What do you think about that?'; 'Does anyone have a different point of view?') <input type="checkbox"/> Listens to all family members' points of view without judgement or preference <input type="checkbox"/> Asks questions to help family members explore differences and similarities of perspectives (e.g., 'What parts do you agree on? Where do you disagree?') <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Validates each perspective (e.g., 'X sees it as Y, and Z sees it as W; both are valid') <input type="checkbox"/> Emphasizes the importance of considering and accepting multiple valid perspectives in decision-making or planning (e.g., finding a common ground despite differences)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

12. RESPECT FOR FAMILY VALUES, BELIEFS & CULTURES

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Criticizes or challenges political, religious, or cultural beliefs/ value systems <input type="checkbox"/> Imposes their own beliefs <input type="checkbox"/> Uses or reinforces potentially harmful cultural behaviors or values <input type="checkbox"/> Uses stigmatizing or inappropriate language related to religion or culture	<input type="checkbox"/> Recognizes family values/ beliefs with reflective statements or questions (e.g., 'This ritual is important to your family'; 'What does this ritual mean to you?') <input type="checkbox"/> Uses language, terms or idioms that are in line with the family's culture, values and beliefs <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Uses culturally grounded examples that build on the family's values and beliefs <input type="checkbox"/> Discusses potential alternatives when values/ beliefs hinder progress (e.g., power dynamics affecting decision-making) without imposing own beliefs	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

13. MANAGEMENT OF FAMILY CONFLICT IN SESSION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Becomes visibly upset or angry when conflict occurs <input type="checkbox"/> Does not respond to signs of conflict <input type="checkbox"/> Allows conflict to become intense without intervening <input type="checkbox"/> Takes a stance on conflict that suggests blaming or judgement	<input type="checkbox"/> Remains calm during conflict <input type="checkbox"/> Actively listens and observes during conflict, ready to intervene as needed <input type="checkbox"/> Acknowledges and explores different points of view to understand the conflict <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Uses de-escalation techniques (e.g., slowing down conversation, redirecting), guiding family members in using de-escalation techniques <input type="checkbox"/> Supports family to frame the disagreement as a challenge for the family to overcome <input type="checkbox"/> Guides family to consider external factors of the challenge, not individual blame <input type="checkbox"/> Coaches family to use skills they are learning for resolving conflict (e.g., empathy, listening, communication)	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

14. RESPONSE TO INDIVIDUAL DISTRESS IN FAMILY SESSION

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Neglects or ignores distressed individual <input type="checkbox"/> Blames individual or other family members for causing distress or negative reactions <input type="checkbox"/> Demonstrates discomfort or rushes distressed individual to move on (e.g., 'Please forget it so we can continue')	<input type="checkbox"/> Checks-in with distressed individual (e.g., 'I see you are crying. Before we continue, how are you feeling?') <input type="checkbox"/> Demonstrates empathy towards the distressed individual (e.g., 'I can see this is painful for you') <input type="checkbox"/> Suggests techniques to calm emotions (e.g., pausing, deep breathing, drinking water, stepping away) <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Checks-in regularly with each family member on level of distress <input type="checkbox"/> Acknowledges and normalizes distressing material and encourages future sharing and processing <input type="checkbox"/> Validates distress (e.g., 'Feeling distressed with these difficult topics is normal')	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

15. ASSESSMENT & RESPONSE TO SAFETY CONCERNS IN FAMILY SESSIONS

Check all behaviours that are demonstrated in each category.			
Unhelpful or potentially harmful behaviours	Basic helping skills	Advanced helping skills	
<input type="checkbox"/> Does not address signs of potential risk of harm (e.g., identifies risk of harm but does not refer for support) <input type="checkbox"/> Expresses disbelief (e.g., accuses of discussing harm to get attention; states others would not actually harm the individual or family) <input type="checkbox"/> Encourages individuals or family not to tell anyone about self-harm, harm to others, or harm from others <input type="checkbox"/> Openly assesses individual harm in front of family members or accuses individual or family members of causing harm	<input type="checkbox"/> Creates a safe space to explore family or individual-level safety concerns (e.g., ‘It can be difficult to talk about some problems—I am here to listen’) <input type="checkbox"/> Is attentive to and appropriately explores visual or verbal signs of abuse, neglect, withdrawal or (self-) harmful behavior <input type="checkbox"/> Asks about risk and/or protective factors <input type="checkbox"/> Offers appropriate referrals and resources <input type="checkbox"/> <i>None of the above</i>	<input type="checkbox"/> <i>Completes all Basic Helping Skills</i> <input type="checkbox"/> Helps individual or family develop a safety plan (e.g., coping strategies, help seeking) <input type="checkbox"/> Asks for individual or family consent to make referrals <input type="checkbox"/> Clearly and calmly explains the need to break confidentiality to ensure safety and take appropriate risk management steps	
Check the level that best applies (only one level should be checked)			
<input type="checkbox"/> Level 1 <i>any unhelpful behaviour</i>	<input type="checkbox"/> Level 2 <i>no basic skills, or some but not all basic skills</i>	<input type="checkbox"/> Level 3 <i>all basic skills</i>	<input type="checkbox"/> Level 4 <i>all basic helping skills plus any advanced skill</i>
Notes:			

Copyright © 2026 War Child Alliance. This material is made available under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0). Non-commercial users may reproduce, distribute, translate, and adapt this material, provided that the original material is properly cited, War Child Alliance is credited as the copyright holder, and any modifications are clearly identified. Adaptations and translations must be shared under the same license or a compatible license. Commercial use is not permitted without prior written permission from War Child Alliance.

Acknowledgement. Portions of this scale are adapted with permission from the following scales:

- WeACT**, copyrighted by World Health Organization, CC BY-NC-SA, developed by War Child Alliance in 2021 informed by research in: Jordans MJD, Coetzee A, Steen HF, Koppenol-Gonzalez GV, Galayini H, Diab SY, Aisha SA, Kohrt BA. Assessment of service provider competency for child and adolescent psychological treatments and psychosocial services in global mental health: evaluation of feasibility and reliability of the WeACT tool in Gaza, Palestine. *Global Mental Health*. 2021;8:e7. <https://doi.org/10.1017/gmh.2021.6>
- ENACT**, copyrighted by World Health Organization, CC BY-NC-SA, adapted from original ENACT scale, CC BY-NC-ND, informed by research in: Kohrt BA, Jordans MJD, Rai S, Shrestha P, Luitel NP, Ramaiya M, Singla D, Patel V. Therapist Competence in Global Mental Health: Development of the Enhancing Assessment of Common Therapeutic Factors (ENACT) Rating Scale. *Behaviour Research and Therapy*. 2015;69:11-21. <http://dx.doi.org/10.1016/j.brat.2015.03.009>
- GroupACT**, copyrighted by World Health Organization, CC BY-NC-ND, and informed by research in: Pedersen, G. A., Sangraula, M., Shrestha, P., Lakshmin, P., Schafer, A., Ghimire, R., Luitel, N. P., Jordans, M. J. D. & Kohrt, B. A. Developing the Group facilitation Assessment of Competencies Tool for Group-Based Mental Health and Psychosocial Support Interventions in Humanitarian and Low-Resource Settings. *Journal on Education in Emergencies*. 2021. <https://doi.org/10.33682/u4t0-acde>.

This scale and competencies are informed by research described in: Pedersen, G. A., Lakshmin, P., Schafer, A., Watts, S., Carswell, K., Willhoite, A., Ottman, K., van 't Hof, E., & Kohrt, B. A. (2020). Common factors in psychological treatments delivered by non-specialists

in low- and middle-income countries: Manual review of competencies. Journal of behavioral and cognitive therapy, 30(3), 165–186.
<https://doi.org/10.1016/j.jbct.2020.06.001>

See full acknowledgements and copyright information on <https://equipcompetency.org/>

Abbreviated instructions for standardized role plays (prompts)

When using standardized role plays, the following prompts can be used to elicit different competencies. A minimum of **three people is suggested for creating a family role play session: two actors representing family member participants and one helper**. For full details on performing standardized role plays, see <https://www.equipcompetency.org/>.

1. NON-VERBAL COMMUNICATION WITH THE FAMILY

Actor instructions: *During role play, **Family Member 1** and **Family Member 2** use culturally and age-appropriate body language to express feelings (e.g. sad, frustrated, worried) when talking or not talking.*

2. VERBAL COMMUNICATION WITH THE FAMILY

Actor instructions: *When the helper uses closed-ended questions, “Do you, did you, can you...?” **Family Member 1** and **Family Member 2** respond with short yes/no answers. When the helper uses open-ended questions, “Please tell me about...how did that...?” **Family Member 1** gives more detail to the helper, during which **Family Member 2** looks confused and does not understand what **Family Member 1** is describing.*

3. ADDRESSING CONFIDENTIALITY AT HELPER & FAMILY LEVELS

Actor instructions: *During the role play, **Family Member 1** says, “My [family member, e.g. sister, dad] talks with our neighbor every week. I am worried that they will talk about what I share here.”*

4. DEMONSTRATION OF EMPATHY, WARMTH & GENUINENESS WITH FAMILY

Actor instructions: *During the role play, one of the family members describes a personal experience and says, “I feel uncomfortable sharing this, and like no one understands how I feel.”*

5. EXPLORATION OF FAMILY MEMBERS’ THOUGHTS OR FEELINGS

Actor instructions: *Do not share about feelings or emotions unless the helper asks, for example, “Can you tell us more? How did you feel when that happened?” Only if the helper asks, **Family Member 1** responds, “I am frustrated. We don’t agree on anything, and no one understands me.” **Family Member 2** replies, “I disagree. It hurts me to hear you say I don’t understand you.”*

6. SUPPORT FOR FAMILY’S JOINT UNDERSTANDING & SHARED GOALS

Actor instructions: ***Family Member 1** says, “I think it is clear that discipline is why we are here. We need to be more organized and set more rules as a family.”*

7. SUPPORT FOR FAMILY SOLUTIONS & PROGRESS ON GOALS

Actor instructions: ***Family Member 1** describes challenges with meeting goals, e.g. “We agreed to try to stay calm during disagreements, but we still end up shouting.” **Family Member 2** agrees, but with a solution that works for only them, e.g. “That is true. When I get angry, I leave the room. That works for me.”*

8. MANAGEMENT OF FAMILY SESSION AND INTERVENTION PROCESS

Actor instructions: *During the role play, **Family Member 1** looks confused and unsure of what to do. They look to **Family Member 2**, who is distracted on their phone, and ask quietly, “What should I do now?”*

9. PARTICIPATION OF FAMILY MEMBERS

Actor instructions: ***Family Member 1** describes trying to get a family member (e.g. spouse, child, sibling, parent) to listen to them. During the discussion, **Family Member 2** has an idea to contribute but shows hesitation to participate, e.g. looking up to*

speaks but looking down; starting to raise a hand to speak but quickly bringing it down; generally looking nervous or frustrated with feelings of being “left out.”

10. PROMOTION OF COMMUNICATION AMONG FAMILY MEMBERS

Actor instructions: **Family Member 1** says, “No one in this family listens to me.” If the helper does not encourage direct communication, Family Member 1 & 2 remain silent or look away. If the helper asks others to communicate directly, e.g. “Please, take a moment to turn to Family Member 1 and respond to what they have said.” **Family Member 2** turns to Family Member 1 and responds supportively e.g. “I did not know you felt that way; now I understand.”

11. NEUTRALITY WITH THE FAMILY

Actor instructions: **Family Member 1** describes their perspective on a topic, e.g. “Showing feelings creates more problems. If [name family member, e.g. dad, mom, brother, auntie] kept things to themselves, we wouldn’t have to be here!” If the helper does not ask for others’ input, Family Member 2 remains quiet. If the helper asks for others’ input, e.g. “[Name member], what do you think about that?” **Family Member 2** responds with feelings of disagreement, e.g. “I like sharing feelings with you so that I can know you better.”

12. RESPECT FOR FAMILY VALUES, BELIEFS & CULTURES

Actor instructions: **Family Member 1** says, “In our family, the oldest person makes all the decisions. That’s the way we show respect.” If the helper does not ask for others’ feedback, Family Member 2 remains quiet. If the helper asks for others’ input, e.g. “What does this tradition mean to others?” **Family Member 2** responds with tension, e.g. “Sometimes I wish younger family members could also share ideas.”

13. MANAGEMENT OF FAMILY CONFLICT IN SESSION

Actor instructions: **Family Member 1** starts with an opinionated statement about family functioning or behavior, e.g. “We are spending too much money on things we do not need!” or “I always end up doing all the household tasks while others relax!” **Family Member 2** responds argumentatively, e.g. “I earned that money—I can spend it how I want,” or “I don’t agree—I do my share, just not the way you want it done.”

14. RESPONSE TO INDIVIDUAL DISTRESS IN FAMILY SESSION

Actor instructions: **Family Member 1** describes a personal experience or feelings related to the family, e.g. “When our sister died, I felt...; When [member] lost their job, we were feeling...; Since the war/conflict, everything seems to have changed with our family.” During this time, **Family Member 2** shows visible signs of distress, e.g. darting eyes, looking down, clenching hands, tapping or shaking a leg, sighing loudly, shaking head rapidly side to side (as if in disagreement or inability to handle emotions).

15. ADDRESS & RESPONDS TO SAFETY CONCERNS & NAVIGATING REFERRALS

Actor instructions: **Family Member 1** shares a feeling related to harm to self, harm to others, or harm from others while using appropriate tone or behaviors, e.g. in a tensed voice, “Sometimes I feel like hitting someone when I get really angry”; In a hesitant, quiet voice, “I don’t eat much and stay in my room most of the time.” In a low, quiet voice, “I feel like I don’t want to keep trying—I wish I could go to sleep and never wake up.” If the helper asks about risks or protective factors, Family Member 1 responds with coping or understanding, e.g. “I would never want to hurt anyone; sometimes I hit a pillow.” “It helps when [member, e.g. mom, dad, sibling] comes to check in on me, I feel seen even though I am hiding.”; “Praying daily reminds me that waking up in the morning is a blessing.”